

Carrie Waters' Week of: September 16-20, 2024 - Whole Group Lesson Plans

*for additional curriculum information, please visit the district's resource
[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

GRAMMAR Unit 2 Week 1 Lesson(s) 1-4 Punctuation Concentration Commas	READING Unit 2 Week 2 Lesson(s) 6-10 Unit 2 Week 2 Benchmark Assessment Characters Learn & Grow	WRITING Writing About Places Near & Far Volume 2 Week 1 Lessons 1--5	PHONICS Unit 2 Week 2 Lesson(s) 6-10 Characters Learn & Grow Long E Vowel Teams Cumulative Assessment	MATH Module 1 Lesson(s) 25-27 Topic F (Part 2) Understand Place Value Units Lesson(s) 28-29 Topic G Model Base-Ten Numbers Within 1,000 with Money	SCIENCE Earth & Space Patterns in Day and Night (5-Weeks) Physical Attributes of Stars Additional Resources
Monday -					
Standard(s): ELAGSE2L1f ELAGSE2L2b LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing. SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details,	Standard(s): ELAGSE2RL7 LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story. SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can create mental images from words and pictures when I read. <input type="checkbox"/> I can gather information about characters, setting, or plot from illustrations <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot. Suggested Key Terms: illustrations, story details, events, characters, setting,	Standard(s): ELAGSE2W2 LT: I am learning how to write an informational text. SC: <i>I will know I am successful when...</i> * <input type="checkbox"/> I can come up with ideas and make plans for informational books. * <input type="checkbox"/> I can design books with a reader in mind. * <input type="checkbox"/> I can use visual and written details. * <input type="checkbox"/> I can edit my writing for accuracy. Lesson/Activity: Volume 2, Week 1, Session 1 Gearing up for the Unit, Write on the Spot, TE pages 10-11.	Standard(s): ELAGSE2RF3 LT: I am learning how to tell the difference between long and short vowels when reading regularly spelled one-syllable words. I am learning to read and spell words with vowel teams. SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can identify the long vowel sounds. <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can identify the sounds for common vowel teams. Lesson/Activity:	Standard(s): 2.NR.1.1 LT: I am learning what unit form tells us about a number. SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can write a three-digit number in unit form to show that each digit represents an amount of hundreds, tens, and ones. <input type="checkbox"/> I can show that the numbers 100-900 refer to 1 to 9 hundreds (0 tens 0 ones). Lesson Activity: Lesson 25 TE pages 356-367 Write three-digit numbers in unit form and show the value that each digit represents.	Standard(s): S2E1. LT: We are learning about the physical attributes of stars. SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can describe the physical attributes of a star: size, color and brightness. Lesson Activity: Lesson - Why do stars come out at night? What do you notice? How would you describe the stars? Anchor: Star Trails

combining, or revising sentences.

- I can rearrange parts of sentences without changing the meaning.
- I can recognize that a comma indicates a pause in text.
- I can determine where the comma is placed in a greeting.
- I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange punctuation, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
PreAssessment
Day 1, TE pgs. 56-57

Pre-Assessment

Share the unit goals and the types of punctuation that are the focus of this unit.

*Distribute the "Exploring What We Know About Punctuation"

*Have students work individually and/or in partnerships to complete a pre-assessment.

plot, mental images

Lesson/Activity:

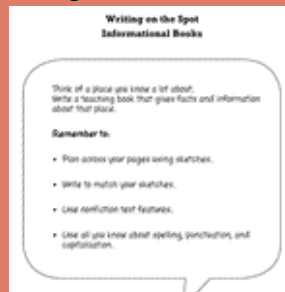
Day 1, Lesson 6,
TE Pages 78-81.

"The Baker's Dilemma" Create Mental Images of Characters

Create Mental Images

Imagine	Look For
Setting	<ul style="list-style-type: none"> Place names Words that tell where and when Words that describe physical surroundings (things, weather)
Characters	<ul style="list-style-type: none"> Physical descriptions What others say about characters Words that describe how people act and talk
Plot	<ul style="list-style-type: none"> Characters' interactions Words that explain why things happen Characters' reactions to events

Teachers introduce students to informational writing.



Students write on the spot about a habitat they know a lot about.



Week 2 Day 6
TE pages
Word Study Resource
Book, p. 18
My Word Study, Volume 1,
p. 14
Phonics Song Ea/Ee

Focus Skill(s):

Long E Vowel Teams:
ee, ea, e, y, ey, ie, e_e

HFWS: *after, before, call, do, earth, father, give, her, know, large, here, look, me, play, said, see, she, try, about, because*

Suggested Key Terms:

word analysis, decode, long vowel, short vowel, one syllable, spelling, sound, prefix, suffix, base word, homophones, meaning, common, spelling-sound correspondences, spelling patterns, orally, irregular vowel pattern, HFWS

Vowel team syllable

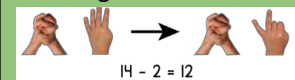
type: long e

- Phonological Awareness: Oral Blending and Segmenting Words with Initial Blends
- Spelling-Sound Correspondences
- Blend Words
- Transition to Multisyllabic Words
- Spelling Patterns Quick Check
- High-Frequency Words
- Share and Reflect

FLUENCY: Counting the Math Way Within 10
Students construct a number line with their fingers while counting aloud (review from grade 1).

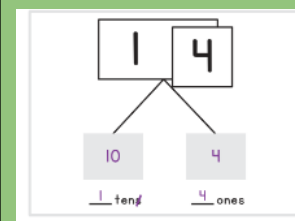


Take Away All At Once
Students model related subtraction equations with their fingers.



Whiteboard Exchange:

Tens and Ones with Place Value Cards
Students decompose a two-digit number into tens and ones to prepare for similar work within 1,000.



LAUNCH: Students reason about how the unit affects the value of a number.



Introduce:

Key Vocabulary:

- Attribute
- Brightness
- Observation
- Size
- Sky
- Star
- Sun

Create a See, Tink, & Wonder Chart:

"What do you see?"

"What do you wonder?"



THINK-PAIR-SHARE:

What do you observe in this photo of the night sky? Do you notice any patterns?

Record answers in the **SEE** column of your chart.

Why do you think there are bright streaks in the sky, rather than stars?

Record answers in the **THINK** column of your chart.

Record answers in the **THINK** column of your chart.

What else do you wonder about this picture?

Record answers in the **WONDER** column of your chart.

*Note: You may use the included pre-assessment or make your own with content that is familiar to your students.

*Teachers will circulate and jot down any observations.

Pre-Assessment

Pre-Assess: End Punctuation and Commas

Give a list of different sentences using three types of end marks and commas in a series. Ask students to write what they know about them.



LEARN: Students express numbers in unit form and show the value that each digit represents (craft stick bundles).

Standard Form: 243

Unit Form: 2 hundreds 4 tens 3 ones



Show the Value Each Digit Represents: Students use a number bond to show the value that the hundreds, tens, and ones digits represent.

New Terms

Standard form: 243

Unit form: 2 hundreds 4 tens 3 ones

Gradual Release to workbook pages 127-129

DEBRIEF: Write three-digit numbers in unit form and show the value that each digit represents. Compare 642 and 264. What does unit form tell us about a number?

hundreds	tens	ones	hundreds	tens	ones
6	4	2	2	0	6
hundreds	tens	ones	hundreds	tens	ones
2	6	4	6	4	0

Exit Ticket 25:

- There are streaks of light instead of individual stars.
- The streaks are in the pattern of circles.
- The camera's shutter was open for 25 minutes and it captured the movement of the stars. It is similar to a blurry photo when the subject moves in it.
- You can see the entire path of the circles in the middle, but not on the outside.
- Some streaks are brighter than others.
- The bright streaks might be moving stars.
- The camera's shutter was open for 25 minutes and it captured the movement of the stars. It is similar to a blurry photo when the subject moves in it.
- The Earth is rotating slowly but the stars are staying still.
- How would the pattern change depending on how long the camera's shutter stayed open?
- Why can't we see streaks with our eyes?
- Do stars change positions in the sky?
- Do other objects (Sat Moon, planets) in the sky move trails like this?

Why do the stars come out at night?

Activity - Create Big Dipper Starmaker

Students will create a Starmaker that lets them make a copy of the Big Dipper shine onto a dark wall. Students will use a flashlight to create sunrise.




Discussion: What happens to the stars in your Big Dipper?

Optional:

Read Aloud Mystery:

How can stars help you if you get lost?

<p>Name: _____ Date: _____</p> <p>Exploring What We Know About Punctuation Below are sentences that include different punctuation. Jot down what you know about the punctuation you see. (It may include the name of the punctuation mark, what its job is in a sentence, or anything else you know.)</p> <p>Sentence #1: Yeh-Shen is the main character in the Chinese folktale named for her.</p> <p>Sentence #2: She does the cooking, cleaning, and washing.</p> <p>Sentence #3: Do you like apples, bananas, or oranges?</p>				<p>1. Show the hundreds, tens, and ones.</p>  <p>2. Write 905 in unit form.</p> <p>9 hundreds 0 tens 5 ones</p>	
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Tuesday -

<p>Standard(s): ELAGSE2L1f ELAGSE2L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without</p>	<p>Standard(s): ELAGSE2RL2</p> <p>LT: I am learning to retell different types of stories to share what the author is trying to teach me.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can retell stories read or heard in order and choose details from the beginning, middle, and end. <input type="checkbox"/> I can use details and events from a story and explain the message (lesson/moral) the author is trying to teach me.</p> <p>Suggested Key Terms: central message, lesson, moral, story, key details, recount/retell, sequential order</p> <p>Lesson/Activity: Day 2, Lesson 7, TE Pages 82-85</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to analyze an informational mentor text.</p> <p>SC: I will know I am successful when... *<input type="checkbox"/> I can determine the features and techniques used in a mentor text. *<input type="checkbox"/> I can point out how writers include details. *<input type="checkbox"/> I can imagine illustrations to use in my own writing.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 2 Studying a Mentor Text TE pages 12-17.</p> <p>Part 1: Students will study two different mentor texts, 'Two Habitats' and 'Welcome to the Tundra' (writing mentor text 2) to determine what other authors do to teach.</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <input type="checkbox"/> I can read at the appropriate speed (not too fast or slow).</p>	<p>Standard(s): 2.NR.1.1</p> <p>LT: I am learning about the order of units when a number is written in expanded form.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form.</p> <p>Lesson Activity: Lesson 26 TE pages 368-380 Write base-ten numbers in expanded form.</p> <p>FLUENCY: Take Away All At Once (with partners) 14-3 = 11 14-5 = 9 and follow the sequence on TE pg. 371</p>	<p>Standard(s): S2E1.</p> <p>LT: We are learning about the physical attributes of stars.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can describe the physical attributes of a star: size, color and brightness. <input type="checkbox"/> I can research and explain the connection between the size and brightness of a star and its distance from earth. <input type="checkbox"/> I can research and explain the connection between the color of a star and its temperature.</p> <p>Lesson Activity: Lesson Research Star Attributes</p> <p>Intro: Students will be shown the picture, Picture</p>
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- changing the meaning.
- I can recognize that a comma indicates a pause in text.
 - I can determine where the comma is placed in a greeting.
 - I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange Letters, punctuation, greetings, body, closings, commas, capitalization

Lesson/Activity:

Unit 2 Week 1
Immersion
Mentor Text 1
Day 2, TE pgs. 58-59

*Distribute Mentor Text 2, "Yeh-Shen Deserves Her Happy Ending."

*Have students work together to underline punctuation in the text. Assist students in making a list of observations and questions about the punctuation marks and discuss what each punctuation mark does to a sentence.

"The Baker's Dilemma" Retell (Recount) Fiction

A Good Recounting of a Tale or Story...

Includes Setting

- Tell where and when.
- Describe the environment.
- Always tell when setting changes.

Includes Characters

- Who are the characters?
- What do they look like?
- How are they connected?

Retell Plot Events

- Retell only the important events.
- Retell them in order.
- Retell them in your own words.

Paraphrases the Central Message

- When possible, state the message, lesson, or moral of the story.

Part 2: Students will participate in a shared writing to list different places they know a lot about and then sketch all they would see there.

This is the beginning of their informational writing.

Strategy: Thinking of a Place to Draw

1. Think of a place you have been to or a place you already know things about.
2. List across your fingers or on a piece of paper all of the things you would see there.
3. Make a sketch of the place and what you would see there on a piece of paper.

Lesson/Activity:

Week 2 Day 7
TE pages
Word Study Resource Book, p. 19
My Word Study, Volume 1, p. 15

Focus Skill(s):

Long E Vowel Teams:
ee, ea, e, y, ey, ie, e_e

Vowel team syllable type: long e

- Phonological Awareness: Delete Initial Sound in a Blend
- Build Words
- Read Interactive Text "Why Monkeys Live in Trees"
- Spelling
- High-Frequency Words
- Blend and Build Plural Words
- Share and Reflect

When I give the signal, say the subtraction equation starting with 14. Ready?

14 - 5 = 9

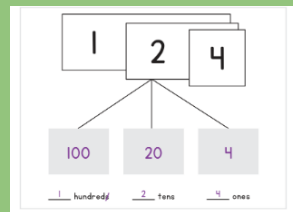
Repeat the process with the following sequence, with partners taking turns showing the ten:

14 - 8	16 - 6	16 - 7	16 - 9	13 - 4	13 - 5	13 - 9	12 - 4	15 - 8
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Counting with Ones, Tens, and Hundreds
Count from 134-700 using ones, tens, hundreds. (craft stick bundles).

Whiteboard Exchange:

Students will decompose numbers into Hundreds, Tens, and Ones with Place Value Cards



LAUNCH: Students use place value understanding and mental math strategies to find the total.
 $7 + 30 + 60 + 3$

Today, we will see if the order of the units matters when we represent numbers in a new form.

LEARN: Expanded Form in Unit Order
352
100 100 100 10 10 10 10
10 1 1 (count up chorally)

Expanded Form OUT of order
 $10 + 10 + 10 + 10 + 10 + 1$

of Stars, and will be asked to describe what they see.



Are they all the same? What colors do you see? Are they all the same sizes?

Stars- The teacher will read aloud or watch an informational video about stars.

The Little Star That Could

35 minutes

Watch in two parts.

Students will write down star facts in their journals or on the handout, Star Facts.

Name _____ Date _____	
Star Facts	
My Picture	Star Sizes
Star Colors	My Picture
My Picture	Our Sun

Students will share their facts with their table groups.

Alternative Activity:
Create Flip Book or

Look at a Mentor Text

List out any observations about Mentor Text 1. Underline the punctuation. Talk to a partner to discuss what this punctuation does to the sentence.

Why do some sentences have many commas?

Sometimes a comma follows the first word in a sentence.

I use an excited voice when I see this: !

Yah-Wehn has many hardships but shows good character traits. The deceiver of the fairyland ending where she marries the king. Yah-Wehn has to live with a deprecator and deprecators who treat her badly, she does her cleaning, cooking and washing. Her only friend, a gullfish, is killed by the alienated fairy, who would also be something to mention. Yah-Wehn is a good person, she has a good heart. Everyone at the festival looks at Yah-Wehn because she is beautiful. However, when her stepsize starts to change, Yah-Wehn runs home. I think Yah-Wehn is a brave modern teen. Even though the lost golden apple is here, Yah-Wehn tries to get it back from the king. He saw her and knows she is beautiful. This one is the best. Yah-Wehn is looking for how do you think the story ends? They live happily ever after!

$$50 + 2 + 300 = 352$$

Workbook pg. 135-136

Exit Ticket 26:

$$10 + 10 + 1 + 1 + 100 + 100 + 100 = \underline{322}$$

$$400 + 70 + 6 = \underline{476}$$

$$9 + 700 = \underline{709}$$

$$435 = \underline{\hspace{2cm}} \quad 400 + 30 + 5$$

$$340 = \underline{\hspace{2cm}} \quad 300 + 40$$

construction paper in red, yellow, orange, blue, purple, and white
- Students will be given construction paper in star colors.

Students will be asked to cut out stars and arrange in order of temperature.

Stars may be different sizes as students may free hand cut out the circles.

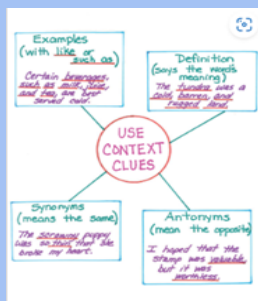
<p>Standard(s): ELAGSE2L1f ELAGSE2L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and compound sentences. <input type="checkbox"/> I can use conjunctions to join two simple sentences and make them compound. <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. <input type="checkbox"/> I can rearrange parts of sentences without changing the meaning. <input type="checkbox"/> I can recognize that a comma indicates a pause in text. <input type="checkbox"/> I can determine where the comma is placed in a greeting. <input type="checkbox"/> I can determine where the comma is placed in a closing.</p>	<p>Standard(s): ELAGSE2L4</p> <p>LT: I am learning to use context clues in the sentence or the strategies I know to figure out the meaning of a word or phrase.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can recognize grade-appropriate words and their meaning. <input type="checkbox"/> I can use prior knowledge to help determine the meaning of a word or phrase. <input type="checkbox"/> I can think about what is happening in a sentence to help me determine the meaning of a word or phrase.</p> <p>Suggested Key Terms: phrase, context, sentence-level, clue</p> <p>Lesson/Activity: Day 3, Lesson 8, TE Pages 86-89</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>"Angel Fish" Build Vocabulary: Use Context Clues</p> </div>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to analyze an informational mentor text.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can come up with ideas and make plans for my informational book. <input type="checkbox"/> I can organize my information clearly. <input type="checkbox"/> I can edit my writing for accuracy.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 3 Another look at a Mentor Text, TE pages 18-21.</p> <p>Part 1: Students will analyze 'Two Habitats' again, but this time for organizational structures (title/topic, subheadings).</p> <p>Part 2: Students will be given 3 pages and students will plan out the different subheadings of their habitat. Ex. If they picked Desert, their subheadings might be Desert Climate, Desert Animals, and Desert Plants.</p> <p>Week 1: Immersion</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read and spell words with vowel teams. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change sound in one syllable words. <input type="checkbox"/> I can identify the sounds for common vowel teams. <input type="checkbox"/> I can recognize common spelling patterns that create long vowel sounds. <input type="checkbox"/> I can read at the appropriate speed (not too fast or slow).</p> <p>Focus Skill(s): Long E Vowel Teams: <i>ee, ea, e, y, ey, ie, e_e</i></p> <p>Lesson/Activity: Week 2 Day 8 TE pages Word Study Resource Book, pp. 20-21 My Word Study, Volume 1, p. 16</p>	<p>Standard(s): 2.NR.1.1</p> <p>LT: We are learning to explain values of numbers.</p> <p>SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can explain the value of the number I have composed or decomposed. <input type="checkbox"/> I can read and write numbers to 1,000 by using base-ten numerals, word form, and expanded form.</p> <p>Lesson Activity: Lesson 27 TE pages 382-395 Read, Write, and Relate Base-ten Numbers in all Forms</p> <p>Today, we will look carefully at how the different forms of the same number are related.</p> <p>Students relate numbers in standard, unit, word, and expanded form and determine that they have the same value.</p> <p>They notice and apply patterns when they write numbers in word form.</p> <p>Sprint: Students count by ones,</p>	<p>Standard(s): S2E1.</p> <p>LT: We are learning about the physical attributes of stars.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can describe the physical attributes of a star: size, color and brightness. <input type="checkbox"/> I can research and explain the connection between the size and brightness of a star and its distance from earth. <input type="checkbox"/> I can research and explain the connection between the color of a star and its temperature.</p> <p>Lesson Activity: Lesson Research Star Attributes</p> <p>Intro: Students will be shown the picture, and will be asked to describe what they see.</p> 
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Simple sentence, complete
sentence, incomplete
sentence, compound
sentence, produce,
expand, rearrange
Letters, punctuation,
greetings, body, closings,
commas, capitalization

Unit 2 Week 1
Immersion
Mentor Text 2
Day 3, TE pgs. 60-61

*Have students work together to underline punctuation and make a list of observations and questions about the punctuation marks and commas used in the text.


*Discuss what each punctuation mark does to a sentence.



Writers notice that authors choose a topic and subtopics to organize important information. Then the class picks an idea and creates subtopics with teaching sentences in Shared Writing.

- Read Accountable Text "Bee and Daisy"
- Spelling
- High-Frequency Words
- Share and Reflect

Which Doesn't Belong:

two hundred thirteen	$3 + 10 + 200$
	21 tens 3 ones

Students use place value understanding to reason about numbers in various forms.


1	one	11	eleven	10	ten
2	two	12	twelve	20	twenty
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety
10	ten	20	twenty	100	one hundred

Students relate numbers in different forms and determine that they have the same value.

Students will find partnerships who have the same number in different forms (values).

The Little Star That Could
35 minutes
Watch Part 2.

Students will write down star facts in their journals or on the handout, *Star Facts*.

	
Name _____	Date _____
<h2>Star Facts</h2>	
My Picture	Star Sizes
Star Colors	My Picture
My Picture	Our Sun

Students will share their facts with their table groups.

The Colors of Stars
From Hottest to Coldest

hottest → → →

BLUE
Rigel
25,000 K

BLUE-WHITE
Sirius
10,000 K

YELLOW
Sun
6,000 K

→ → → coldest

ORANGE
Aldebaran
4,000 K

RED
Antares
3,000 K

Star Pictures-
construction paper in
red, yellow, orange,
blue, purple, and white

Students will create and share their picture/poster with a partner.

<p>Explore</p> <p>Look at a Second Mentor Text</p> <p>List out any observations about sentence types and punctuation in Mentor Text 2. Talk to a partner to discuss what the punctuation does to the sentence.</p> <div> <div>Commas are after the greeting.</div> <div>Commas separate words.</div> <div>Punctuation marks show what someone said.</div> <div>A comma is in the date.</div> <div>Is this a letter?</div> <div>A comma is before "but."</div> </div> 				<p>Workbook pg. 145-146</p> <p>DEBRIEF:</p> <p>How can numbers be represented in different ways?</p> <p>How are different forms of a number related?</p> <p>Topic F - Exit Ticket 27: Page 147</p> 	<p>Students will explain what they have learned about stars.</p> <p>Students may point to stars in their picture/poster and explain that there are different star sizes and colors.</p> <p>Students may be able to explain that our star is a medium star.</p>
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Thursday -					
<p>Standard(s): ELAGSE2L1f ELAGSE2L2b</p> <p>LT: I am learning to</p>	<p>Standard(s): ELAGSE2RL3</p> <p>LT: I am learning to describe how the</p>	<p>Standard(s): ELAGSE2W2 ELAGSE2W5 ELAGSE2W7</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read</p>	<p>Standard(s): 2.NR.1.1</p> <p>LT: I am learning how dollar bills are related to</p>	<p>Standard(s): S2E1.</p> <p>LT: We are learning about the physical attributes of</p>

produce and expand complete and compound sentences.
I am learning to use commas in the greetings and closings of a letter when writing.

SC: *I will know I am successful when...*

- ☐ I can tell the difference between complete and incomplete sentences.
- ☐ I can tell the difference between simple and compound sentences.
- ☐ I can use conjunctions to join two simple sentences and make them compound.
- ☐ I can expand sentences by adding details, combining, or revising sentences.
- ☐ I can rearrange parts of sentences without changing the meaning.
- ☐ I can recognize that a comma indicates a pause in text.
- ☐ I can determine where the comma is placed in a greeting.
- ☐ I can determine where the comma is placed in a closing.

Suggested Key Terms:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange

characters in a story react to important (major) events or challenges in stories.

SC: *I know I am successful when...*

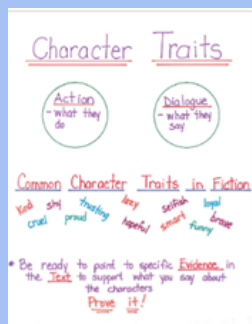
- ☐ I can describe characters using character traits/feelings.
- ☐ I can identify the major events or challenges in a story.
- ☐ I can use text evidence to describe how characters respond to major events/challenges.

Suggested Key Terms:

describe, major events, challenges, character, cause, effect, respond, traits

Lesson/Activity:

Day 4, Lesson 9,
TE Pages 90-93



LT: I am learning to use facts and definitions to develop points.

SC: *I will know I am successful when...*

- *I can explain what a partner sentence is.
- *I can use partner sentences in my own writing.

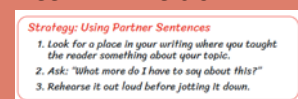
Lesson/Activity:

Volume 2, Week 1,
Session 4
Studying partner sentences in mentor texts,
TE pages 22-25.

Part 1: Students will study 'Two Habitats' for partner sentences. Students will need to understand that the first sentence is a fact and the partner sentence adds more information or gives an example.

Part 2: Students will look at their own writing and try adding partner sentences to their own habitat writing.

Week 1: Immersion:



two-syllable long vowel words.

I am learning to read and spell words with vowel teams.

I am learning to read on-level text orally with accuracy, appropriate speed, and expression.

SC: *I will know I am successful...*

- ☐ I can recognize the spelling patterns that make vowels change sound in one syllable words.
- ☐ I can identify the long vowel sounds.
- ☐ I can identify the sounds for common vowel teams.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can read at the appropriate speed (not too fast or slow).

Lesson/Activity:

Week 2 Day 9
TE pages
Word Study Resource Book, pp. 20-21
My Word Study, Volume 1,
p. 16

Focus Skill(s):

Long E Vowel Teams:
ee, ea, e, y, ey, ie, e_e

place value units.

SC: *I will know I am successful when...*

- I can write a three-digit number in unit form to show that each digit represents an amount of hundreds, tens, and ones.
- I can show that 100 can be thought of as a bundle of 10 tens-called a hundred.

Lesson/Activity:

Lesson 28-Use place value understanding to count and exchange \$1, \$10, and \$100 bills.

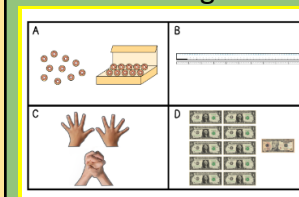
Sort: Number Forms

Teacher prep required.

Students sort number cards by value to build fluency with forms of numbers from Topic F.

Counting with Ones, Tens, Hundreds:
Count from 60-607

Launch: Which One Doesn't Belong?



Learn: Count and

stars.

SC: *I will know I am successful when...*

- ☐ I can describe the physical attributes of a star: size, color and brightness.
- ☐ I can research and explain the connection between the size and brightness of a star and its distance from earth.
- ☐ I can research and explain the connection between the color of a star and its temperature.
- ☐ I can draw conclusions about a star based on its physical attributes and communicate that information.

Lesson Activity:

Sun, A Medium Star -
Construct Argument
& Defend the Claim.

Storybots Outer Space:
[I'm So Hot - The Story of the Sun Song](#)

Based on the research we have gathered, TSW read the claim. Use an illustration to help support your argument.



Claim: Although the sun

punctuation, commas, capitalization

Lesson/Activity:

Unit 2 Week 1

Day 4, TE pages 62-63

Compare Mentor Texts

*Model: The two mentor texts next to each other and compare comma usage.

*Have students jot down discoveries about where commas are used in sentences.

*Pose questions that inspire even more discovery, such as:
What words are next to the commas?
How do the authors use commas in the same way?
Where do you see commas used differently?

Explore

Compare Mentor Texts

Notice where the two authors used commas, and make a list of what is the same and what is different.

Study a Mentor Text and Shared Writing

Writers study how authors use partner sentences to elaborate and provide more teaching information to the reader. Then writers elaborate by adding partner sentences to previous sentences in Shared Writing.

Vowel team syllable type: long e

- Read Multisyllabic Words
- Decode Unknown Words by Analogy
- Read Accountable Texts "Bee and Daisy" and/or "Jack and the Bean Tree"
- Share and Reflect

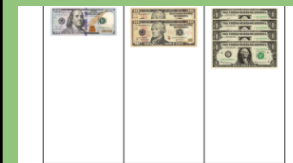
Exchange Bills

Exchange 10 one-dollar bills for 1 ten-dollar bill

Vocabulary exchange

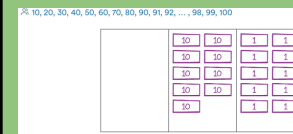
What can we do with 10 ten-dollar bills?

What pattern keeps repeating as we move up the chart, from the smallest unit to the largest unit?



Draw to Represent Bills

Students represent the same total value in more than one way. \$100 can be one hundred \$1 bills, 10 ten-dollar bills, 0 ten-dollar bills and 10 one-dollar bills.

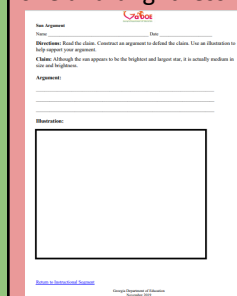


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Debrief: Compare and contrast paper money to craft stick bundles.

Students complete and turn in Exit Ticket 28 for a formative grade.

appears to be the brightest and largest star, it is actually medium in size and brightness.



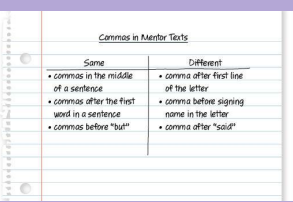
Activity:

Our Sun is Near-
Create coffee filter Sun or use popsicle sticks, Sun Template

Students will explore the idea that the sun is not the biggest star, yet is the closest to Earth.

Students will cut out a picture of the sun, from the Sun Picture, and glue to a popsicle stick.

Students will hold the sun stick close to their eye to demonstrate how the sun looks big. Students will then have a partner walk to the other end of the room and hold the sun up. The partner should see that the sun now looks

					<p>smaller because it is farther away.</p> <p>Students will discuss with their partner and use the sentence starter. I agree with you because _____, and if needed, I disagree with you because _____.</p> <p>Students will evaluate classmates' evidence in response to the claim. Students will add new evidence after discussing with classmates.</p>
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Friday -

<p>Standard(s): ELAGSE2L1f ELAGSE2L2b</p> <p>LT: I am learning to produce and expand complete and compound sentences. I am learning to use commas in the greetings and closings of a letter when writing.</p> <p>SC: I will know I am successful when... <input type="checkbox"/> I can tell the difference between complete and incomplete sentences. <input type="checkbox"/> I can tell the difference between simple and</p>	<p>Standard(s): ELAGSE2RL7</p> <p>LT: I am learning to use information from the pictures (illustrations) and words in a text to understand characters, setting, and plot of a story.</p> <p>SC: <i>I know I am successful when...</i> <input type="checkbox"/> I can use the information gathered to understand characters, setting, and plot. <input type="checkbox"/> I can identify the setting in the story. <input type="checkbox"/> I can name the plot in the story.</p>	<p>Standard(s): ELAGSE2W2</p> <p>LT: I am learning to elaborate.</p> <p>SC: <i>I will know I am successful when...</i> *I can describe how a mentor text uses facts and comparisons. * I can use facts and comparisons in my own writing.</p> <p>Lesson/Activity: Volume 2, Week 1, Session 5 Studying nonfiction details</p>	<p>Standard(s): ELAGSE2RF3 ELAGSE2RF4</p> <p>LT: I am learning to read two-syllable long vowel words. I am learning to read and spell words with vowel teams. I am learning to read on-level text orally with accuracy, appropriate speed, and expression.</p> <p>SC: <i>I will know I am successful...</i> <input type="checkbox"/> I can recognize the spelling patterns that make vowels change</p>	<p>Standard(s): 2.NR.1.2</p> <p>LT: I am learning what tools we can use to count by place value units.</p> <p>SC: <i>I will know I am successful when...</i> -I can count forward by ones, tens, and hundreds within 1000, starting at any number. -I can count backwards by ones, tens, and hundreds within 1000, starting with any number.</p> <p>Lesson/Activity: Lesson 29:</p>	<p>Standard(s): S2E1.</p> <p>LT: We are learning about the physical attributes of stars.</p> <p>SC: <i>I will know I am successful when...</i> <input type="checkbox"/> I can describe the physical attributes of a star: size, color and brightness. <input type="checkbox"/> I can research and explain the connection between the size and brightness of a star and its distance from earth. <input type="checkbox"/> I can research and explain the connection</p>
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- compound sentences.
- ☐ I can use conjunctions to join two simple sentences and make them compound.
 - ☐ I can expand sentences by adding details, combining, or revising sentences.
 - ☐ I can rearrange parts of sentences without changing the meaning.
 - ☐ I can recognize that a comma indicates a pause in text.
 - ☐ I can determine where the comma is placed in a greeting.
 - ☐ I can determine where the comma is placed in a closing.

Lesson/Activity:
Unit 2 Week 1
Day 5, TE pages 64-65
Shared Writing & Revisit Goals

Reflect

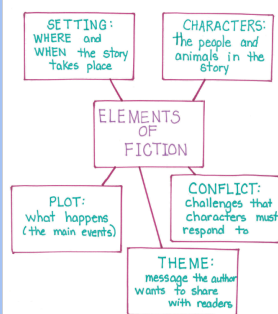
Shared Writing: Revisit Goals

Design guiding questions for the grammar study.
 Revisit goals and generate questions that help meet those goals.

Students revisit the unit goals using Mentor Text 1

Lesson/Activity:
Day 5, Lesson 10,
TE Pages 94-97
Mentor Text: "Angel Fish,"
Elements of Fiction
Anchor Chart

"Angel Fish" Describe Setting and Plot Elements



in mentor texts,
TE Pages 26-29.

Part 1: Students will take another look at 'Two Habitats' and study how the authors use facts and numbers to teach about their topic.

Part 2: Students will add facts and comparisons to their own writing.

Week 1: Immersion

Study a Mentor Text and Shared Writing

Writers study how authors use facts and comparisons when they want to teach a reader about a topic. Then writers revise their writing by adding in missing facts and comparisons in Shared Writing.

sound in one syllable words.

- ☐ I can identify the long vowel sounds.
- ☐ I can identify the sounds for common vowel teams.
- ☐ I can recognize common spelling patterns that create long vowel sounds.
- ☐ I can read at the appropriate speed (not too fast or slow).

Lesson/Activity:
Week 2 Day 10
TE pages
Word Study Resource Book, pp. 20-21
My Word Study, Volume 1, p. 16

Focus Skill(s):
Long E Vowel Teams:
ee, ea, e, y, ey, ie, e_e

Review and Assess Vowel team syllable type: long e

- Read Accountable Text "Bee and Daisy" and/or "Jack and the Bean Tree"
- Build Words
- Review Multisyllabic Words
- Spelling Patterns and Dictation
- High-Frequency Words

• Cumulative Assessment

Count by \$1, \$10, \$100.

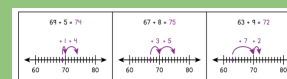
Fluency: Number Line Hop *(make sure all students have a personal whiteboard with a number line inside).*

$$65 + 10 = ?$$

$$69 + 5 = ?$$

$$67 + 8 = ?$$

$$63 + 9 = ?$$



Counting with Ones, Tens, and Hundreds
 Count from 70 to 534 using sticks and bundles.

Whiteboard Exchange:
 Expanded Form
 Write 228 in expanded form. 367, 417, 615, 545, 112, 250, 504 for additional practice.

Launch:
 Students count chorally by ones from 776 to 800 and notice patterns.

Learn: Count by \$1, \$10, and \$100
 Students count from \$776 to \$900 using dollar bills. *(Direct students to take the Unlabeled Chart from their books and insert it into their whiteboards).*

Skip-Count on the

between the color of a star and its temperature.

- ☐ I can draw conclusions about a star based on its physical attributes and communicate that information.

Lesson Activity:
Picture Perfect Lesson
Stargazers
Review S2E1a.
Ask questions to describe the physical attributes (size and brightness) of stars.

Read Aloud(s):
Stargazers written by Gail Gibbons

How to Catch A Star by Oliver Jeffers

Review Stars & the Sun
 Students will watch the video and review all about the sun as a star, how stars are different and similar, and how they appear when they are closer or farther away from Earth.

& 2.
With partners, students can generate questions for the grammar study. They should think about what they want to explore in connection to the unit goal.

Questions

When are commas used?

How do I remember when commas are used?

What punctuation comes at the end of a sentence?

How do I know when to use each kind of end punctuation mark?

Open Number Line

Repeat 776 to 900 on a blank number line.



Gradual release to workbook pgs. 167-168.

Debrief: Discuss counting strategies on problem set work.

Students complete and turn in Exit Ticket 29 for a formative grade.